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| **FUNCTION** | **NOVICE INTERMEDIATE ADVANCED** | | | | |
| Describing people, places, things, how and how well | Give a description using one or two short adjectives (ex: colors, numbers, size, shape) | Give a basic description & make simple comparisons  using frequently used adjectives and adverbs | Give more detailed descriptions including comparatives and superlatives | Give detailed descriptions using a variety of precise adjectives and adverbs | Give detailed descriptions using a wide variety of precise adjectives and adverbs |
| Asking & responding to questions | Respond to a simple question | Ask and respond to simple, memorized questions | Ask and respond with some details to a variety of informational questions and follow-up questions | Ask and respond with details to a wide variety of questions including follow-up questions that request details | Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations |
| Expressing feelings and emotions | Say that I am happy or sad | Express basic emotions and feelings | Express a variety of emotions and feelings | Express a wide variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy – thrilled – ecstatic) | Express a wide variety of emotions and feelings, choosing precise expressions appropriately to reflect shades of meaning |
| Expressing preferences and opinions | Say I like or don’t like something | Express preferences/  opinions in simple sentences | Express preferences/  opinions with reasons | Express preferences/  opinions with evidence-based justifications | Express preferences/opinions with detailed rationales or arguments based on evidence |
| Telling & retelling stories; sequencing | Recount what I am doing in short, memorized sentences | Tell someone about my day, activities, an event in a simple sequence of sentences | Tell a story or recount an event in a logical sequence of sentences | Tell a detailed story about something that happened logically sequencing the events | Recount a story or event using paragraph-length narration  should we add descripton |
| Expressing hopes, dreams, future plans | Express my plans simply for later in the day, the next day, weekend (ex: I am going to…) | Express hopes, plans for the future simply (ex: I hope to…; I will…) | Express hopes, dreams, plans for the future with some details  (ex: I would like to…; in order to become X, I will need to …) | Express hopes, dreams, plans, possibilities with explanations (ex: If I could live anywhere in the world, I would live in X because….) | Express hopes, dreams, plans, possibilities with detailed explanations |

**KEY LANGUAGE FUNCTIONS**

**RELATED LANGUAGE FUNCTIONS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Describing people, places, things, how, how well** | **Asking & responding to questions** | **Expressing feelings and emotions** | **Expressing preferences and opinions** | **Telling &**  **retelling stories; sequencing** | **Expressing hopes, dreams, future plans** |
| Comparing/  contrasting | Asking for/giving clarification | Apologizing/forgiving | Accepting, refusing invitations | Expressing cause and effect | Expressing hopes |
| Counting | Asking for/giving information | Attracting attention | Agreeing/disagreeing | Expressing daily routines | Expressing intentions |
| Defining | Asking for/giving/refusing permission | Blaming | Analyzing/interpreting | Giving commands | Expressing needs/wishes/wants |
| Describing events | Clarifying | Complaining | Approving/  disapproving | Giving directions | Hypothesizing |
| Describing people | Expressing comprehension or lack of comprehension | Complimenting | Confirming/admitting/  denying | Instructing | Making appointments, arrangements, reservations |
| Describing places | Extending invitations | Congratulating | Contradicting | Narrating | Making recommendations |
| Describing procedures, processes | Offering | Expressing certainty/uncertainty | Encouraging | Presenting information | Planning |
| Describing objects | Requesting | Expressing doubt/indecision | Evaluating | Recounting experiences/  events | Promising |
| Describing weather | Responding | Expressing emotions, feelings | Explaining | Reporting | Speculating on the future |
| Expressing how often, how well | Seeking/requesting information | Expressing interest/lack of interest/indifference or boredom | Expressing likes/dislikes/  preferences | Sequencing | Talking about the future |
| Giving biographical information (name, address, age, etc.) |  | Expressing regret | Expressing obligation | Summarizing |  |
| Identifying |  | Expressing surprise | Expressing opinions | Telling, retelling stories |  |
| Identifying day, date, season |  | Expressing sympathy | Expressing possibility/impossibility |  |  |
| Indicating relationships |  | Mediating/conciliating | Expressing probability/  improbability |  |  |
| Introducing oneself, someone else |  | Praising/blaming | Giving advice |  |  |
| Listing |  | Thanking | Giving possible solutions |  |  |
| Stating location |  | Warning | Giving reasons and explaining causality |  |  |
| Stating ownership |  |  | Justifying |  |  |
| Telling time |  |  | Negotiating |  |  |
|  |  |  | Offering alternatives/solutions |  |  |
|  |  |  | Persuading/dissuading |  |  |
|  |  |  | Suggesting |  |  |

Greeting/welcoming Leave-taking/farewells

Opening/closing an interaction Turn taking (conversational)

Referring to things already mentioned Using formal/informal language appropriately

**SAMPLE PROGRESSION OF TASKS**

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| --- | --- | --- | --- | --- | --- |
| **Sample Progression of Tasks** | **NOVICE INTERMEDIATE ADVANCED** | | | | |
| Maintaining a conversation in person or virtually  (Interpersonal) | Exchange greetings/memorized biographical information/  farewells | Participate in a short conversation on a very familiar topic | Initiate and carry on a conversation on a familiar topic  or on a variety of familiar topics | Initiate and maintain a longer conversation with ease and confidence on a variety of topics | Sustain a conversation on a wide variety of topics and appropriately handle an unexpected event or complication |
| Interpreting authentic written texts  (Interpretive) | Identify a few words I have learned on a sign, advertisement, etc., matching the words to appropriate images | Identify the main idea(s) of a short message, advertisement, or article that includes visuals and very familiar words | List the main ideas and some details of a literary or informational text on a familiar topic that includes visuals | Summarize the main idea, several details, and some inferences of a literary or informational text on a familiar topic | Analyze a literary or informational text including theme, author’s purpose and tone, inferences |
| Summarizing authentic oral texts  (Interpretive) | Identify a few words/phrases accompanied by strong visual support on a very familiar topic | Respond appropriately to simple, short announcements or directions | List the main ideas and some details of a radio/television program, movie, or podcast on a familiar topic | Summarize the main idea and supporting details of a radio/television program, movie or podcast | Analyze a radio/television program, movie, or podcast including theme, purpose and tone, inferences |
| Presenting information orally  (Presentational) | Introduce self or a topic using simple memorized information | Give a short presentation on a personal experience or very familiar topic | Give an informational or demonstration speech on a topic of personal interest | Give a persuasive speech on an issue of current importance | Present a detailed, researched report on an academic topic including evidence-based insights |
| Presenting information in writing  (Presentational) | Label an image | Describe a person or place or event using simple sentences | Write a story about a personal experience or familiar topic | Write a short essay about a topic of personal interest | Write a detailed, researched report on an academic topic including evidence-based insights |

Do we need to keep the verbage or can we just state the mode? We needed “ing” when part of function list

Presenational writing – would like to try to include more wording suggestive of 3 types of writing in common core – personal experience, persuade, explain

Presentational speaking – would it make sense to make the last one similar to the AP expectation for cultural comparison